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# ADDRESS

BEFORE THE

Alumni Association of the University

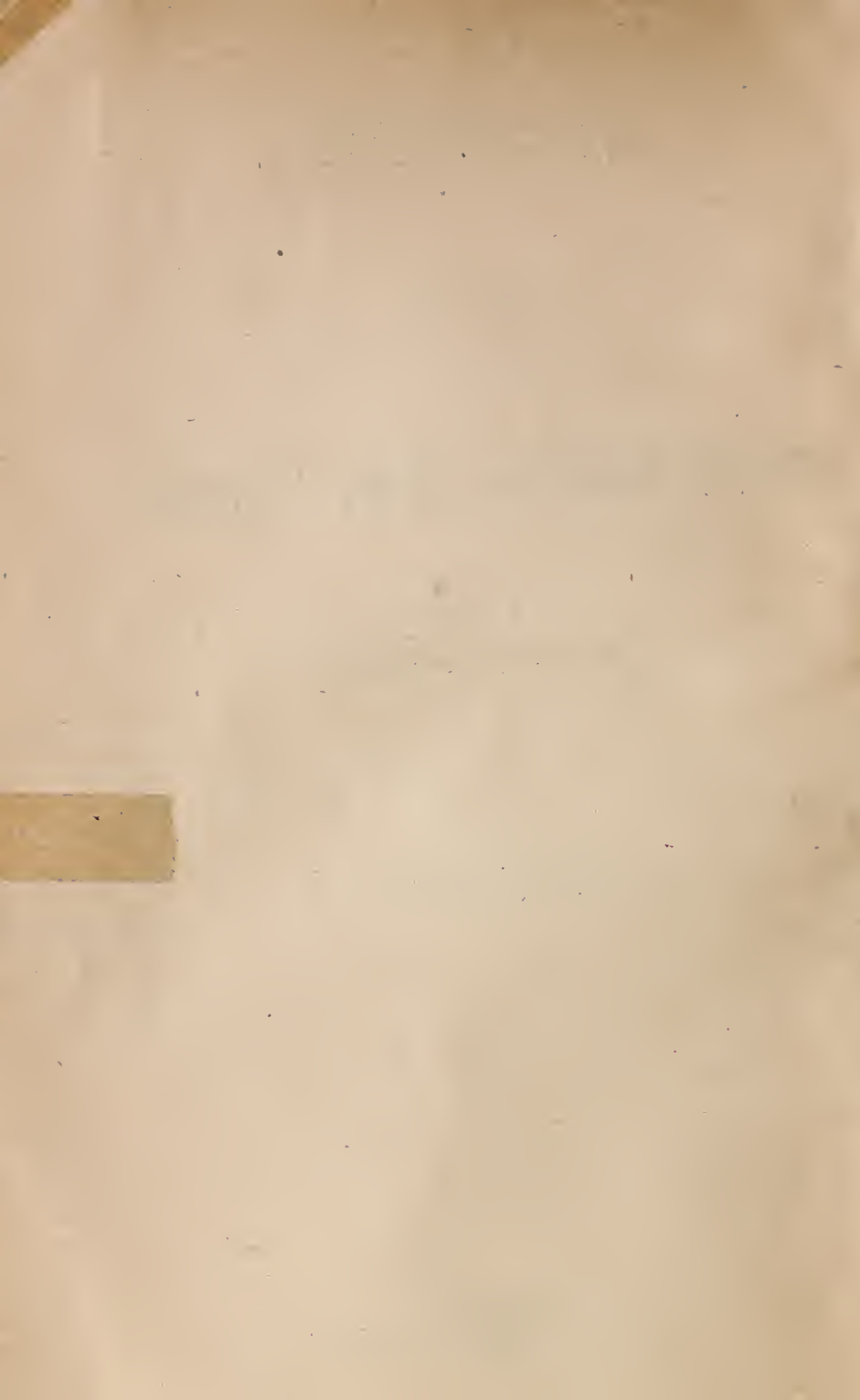
OF NORTH CAROLINA.

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*By JOHN MANNING, LL. D.,*

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1884.





# ADDRESS

BEFORE THE

## Alumni Association of the University

OF NORTH CAROLINA.

BY JOHN MANNING, LL. D.

*Mr. President and Gentlemen,  
Alumni of the University of  
North Carolina :—*

It is a matter for hearty congratulation and thankfulness that so many of us have been permitted to assemble at this our annual meeting. It is fit and proper that we should give to the precious memories of our college days at least one day in the year, for aside from our duty to our venerable Alma Mater, it does each one of us good to exchange our friendly greetings, to warm and refresh our hearts by the recollections of our earlier and better associations, and to withdraw our thoughts from the well trodden highways of our daily business and callings to let them wander at large in the almost forgotten paths of youth and early manhood. To some of us here, as to your speaker, these happy thoughts, these bright memories, are in the far long ago, but their memory is all the sweeter on that account, and each year photographs them more distinctly and in fresher colors on the tablet

of memory. "*Forsitan et hæc olim me meminisse juvabit.*" Nor will I sadden the harmony of these joyous recollections by recounting the necrology of the past year, although we have furnished our usual number of pilgrims to that "innumerable caravan,"

"I name no names; instinctively I feel  
Each at some well-remembered grave  
will kneel,  
And from the inscription wipe the weeds  
and moss,  
For every heart best knoweth its own  
loss."

But, gentlemen, if these friendly greetings and this loving recall of the past be the sole object and effect of this re-union, we shall not have filled the measure of our duty nor met the opportunities of this occasion.

From every re-union of the Alumni of the University some practical benefit should result to the State, to the cause of public education, and to our *Alma Mater*.

It is true the University is a State institution, controlled entirely by a body of Trustees elect-

ed by the General Assembly, and our association is not a legislative body, nor has it the legal power to carry out its suggestions, but then it would be overstepping the modesty of nature, of history and of facts, if it did not claim for our Alumni what every one freely concedes—that their influence is second to no other equal number of our citizens. Our Alumni have been, are now, and if we do our duty to the University, will always be, among the foremost leaders of public opinion and thought in the State and the pioneers in every good work. From our ranks have gone forth some of our most prominent statesmen, farmers, generals, lawyers, teachers, preachers, merchants, manufacturers, and business men, whose wisdom, thrift, learning and probity, have brought both honor and wealth to the State. Such statesmen as Mangum, Morehead, Graham, Clingman, Caldwell, Vance and Ransom. Such generals as Pettigrew, Grimes, Branch, Scales and Anderson. Such lawyers as Pearson, Battle, Manly, Moore, Phillips, Ashe, Ruffin, Dick and Buxton. Such tribunes of the people as Miller, George Davis, Duncan K. McRae, Settle and Dockery. Such manufacturers as the Holts, Carr, Tate, Morehead, the Williamsons and Scott. Such farmers as Smith, Battle, Camer-

on, Holt, S. B. Alexander and Elias Carr. Such teachers as the Hoopers, Bingham, Horners, Phillips, Graves, Winstons and Lynch. Such business men as R. S. Tucker, Bridgers, Hawkins, A. B. Andrews, De Rossett and David Worth.

Now as this influence must be conceded, there comes with it a correspondent responsibility that we cannot avoid nor evade. What have we done? What are we doing to promote wholesome legislation for the State, for public education and for the University?

The University is firmly entrenched by the Constitution, and I believe, fully as firmly by the hearts of the people of the State, against every open assault that can be made against it.

In 1776, at the beginning of that momentous struggle against fearful odds, the patriots of this revolution anticipating, it would seem, the wants of the present day, and realizing then, the truth, that in the matter of education, the law of political economy that the demand precedes the supply, is reversed and that the supply must precede the demand, declared in the constitution, that "all useful learning should be duly encouraged and promoted in one or more Universities."

In 1789, about six years after the close of a seven years' war, filled with the horrors, adversities

and self-denials of that terrific struggle, when they began with wise fore-thought and courageous hearts to lay broad and strong the foundations of this great commonwealth they proceeded as far as their impoverished condition and sparse population would permit, without delay or misgiving to redeem this Constitutional pledge, and declared that "in all well regulated governments it is the indispensable duty of every Legislature to consult the happiness of a rising generation and endeavor to fit them for an honorable discharge of the social duties of life, by paying the strictest attention to their education, and whereas an University, supported by permanent funds and well endowed, would have the most direct tendency to answer the above purpose," &c., &c. Therefore they incorporated the University of North Carolina.

The Convention of 1835 left the requirement of the University in the Constitution.

The Convention of 1861 did the same.

The Convention of 1865 re-enacted the provision.

The Convention of 1868 did the same.

The people, by an immense majority, ratified the University by separate vote in 1873, and gave the management to the General Assembly.

The Convention of 1875 re-enacted the University provisions, and the people ratified their action in 1876.

So that the people have imposed it on the General Assembly, at seven different epochs, to support and maintain the University, and the Constitution, under whose protecting ægis we now live, bears this imperative injunction from the people to their representatives:

Art. IX, Sec. 7. "The General Assembly shall provide that the benefits of the University, as far as practicable, be extended to the youth of the State free of expense for tuition.

So that the University does not lack the sanction either of the Constitution or of the people. Under the loving care of the people of the State lead by these wise master builders, much more than from the liberality of our General Assembly, the University grew in the lapse of nearly a century to be a great institution, the nursing mother of the ingenuous youth of the State without distinction of party or sect. Embracing all her children in her great catholic heart, she has always striven to allay sectional feeling, to moderate sectarian heat, to cultivate and encourage a broad, ardent love for the State, a veneration for her early history and traditions, an appreciation of the domestic virtues of her citizens, and a love of liberal learning.

From 1856 to 1861 were her years of greatest prosperity, and the catalogues of that period show an average of about four hundred (400) matriculates for each year; and, by private donations and the savings from its large fund received for tuition, she had accumulated a good endowment. The State had given the University it controls and manages, not one dollar directly from its treasury, except an inconsiderable sum at the commencement, but the prosperous condition of our citizens, the want of similar institutions south of us from our own border to the Rio Grande, furnished the University with sufficient means and students to enable it to make vigorous headway and to place it in the front rank of the educational institutions of the country, those light-houses of republican liberty and national safety.

In 1861 came the war between the States. I will not lift the curtain which time, the kindest of friends, has drawn over those dark days of blood and nights of anguish. Sufficient for my purpose to say, that after a while the dark clouds of war and reconstruction drifted away before the face of the Sun of Peace; but the University sat "mourning for her children and would not be comforted because they are not," her endowment was gone, her halls

were desolate, her professors dead or scattered, her glory departed.

In the beautiful village of Chapel Hill where it seems to me the trees are the noblest, the leaves the greenest, the sun the brightest, and the air the softest, where the summer loving martlet might make her perpetual home, the State owned \$200,000 worth of property, libraries containing 25,000 volumes, and buildings for the accommodation of 400 students. The only inhabitants of these magnificent University buildings were the portraits of the good and great Carolinians who from their niches in the Society Halls looked mournfully and reproachfully upon this scene of desolation. All was "as idle as a painted ship upon a painted ocean."

In 1875 you, gentlemen, and other friends of liberal education in the State came to the rescue and gave to the University \$20,000. \$15,000 of this sum of your donation was spent repairing and putting in order the property of the State.

The Congress of the United States in 1862 gave to the State of North Carolina land scrip upon the following conditions:

1st. SEC. 4. That the moneys arising from the sale of the scrip and interest shall constitute a perpetual fund, the capital of which shall remain forever undiminished, and the interest shall be



inviolably appropriated to the purpose of the Act \* \* to the maintenance of at least one college, where the leading object shall be without excluding other scientific and classical studies to teach such branches of learning as are related to agriculture and the mechanic arts.

2nd. SEC. 5. If any portion of the fund be lost or diminished, it shall be replaced by the State, and the annual interest shall be applied to the purposes of the Act. No portion of the fund shall be applied to the purchase, erection, preservation or repair of any buildings, and if the money is not expended for the purposes of this Act it shall pay the same back to the United States.

The State could not comply with these conditions in any other way than by giving the land scrip to the University, and the General Assembly in making the gift coupled with it the following conditions:

Acts of 1866-7, chap. 251. To comply with the Act of Congress just recited.

To establish in addition to the regular curriculum of the University, two professorships in which the leading object shall be, without excluding other scientific and classical studies, to teach such branches of learning, as the General Assembly may prescribe, in order to promote the liberal education of the industrial classes in the several pursuits and professions of life.

To educate free of expense for room rent and tuition one youth from each county.

and these conditions have been carried out in their letter and spirit.

The Board of Education at that time, 1866, having the control of the scrip, sold it for \$135,000, and a subsequent Board invested \$125,000 of the proceeds as follows: \$80,000 of bonds, not

special tax, and \$160,000 of special tax. This investment, of course, proved a total loss.

In accepting the land scrip from the United States, the General Assembly of North Carolina agreed to pay interest on the proceeds, or pay back to the United States the whole amount. As the investment had been lost, the General Assembly, 1874-5, C. 352, according to the terms of the trust, issued a certificate of indebtedness to the University for \$125,000 and pays the interest on this certificate semi-annually. The Trustees of the University then with the private donation of \$20,000 before alluded to, and the \$7,500 derived from the donation of the United States, in 1875, elected a Faculty, prescribed a course of study and opened the doors of the University to the youth of the State.

Their success has been greater than the most sanguine had even dared to hope for, and after a close observation for nearly eight years of the course of study, the modes of instruction, and of the morals and habits of the students, I do not hesitate to aver that no institution in this land of colleges and universities, regard being had to the means at its command, is doing better, more practical and effective work, than is our University. It is educating free of charge for tuition, fifty-four young men.

It furnishes Bingham with two of his teachers; it has given Horner an accomplished assistant, to Lynch a teacher, to the public schools of Wilmington, a superintendent, to the schools at Goldsboro, Durham, Fayetteville Newbern, Wilmington, Raleigh, Charlotte, and to the Graham Normal College, and the schools of other places, forty-seven teachers, and now the President of the University has applications that he cannot fill. To the agricultural department of the State it has given its geologist, mineralogist and two chemists, to the mining interest of the State a skilled metallurgist, and to all the avocations of our citizens a goodly number of educated, well trained, thoughtful, active, successful business men.

At no period of its history has it had higher claims upon its alumni, upon the General Assembly, or upon the people of the State. It has infused a new life into the educational work of the State. Normal and graded schools have sprung up in various sections and greater advance has been made in the work of the public schools, in the cause of popular education, in the last eight years than in any fifty years of our previous history.

But gentlemen, the University is not doing the work it ought to do. It is doing all it can with the

money at its disposal—but it is cramped, cribbed, confined for want of means.

In 1881 the General Assembly appropriated \$5000 a year to its support, the first dollar ever given regularly from the State treasury. This act marks an era of wholesome advance in our legislation. So we see, that the constitution and repeated acts of the legislature have declared it to be the policy of this State to extend to the youth of North Carolina a University, as well as a common school education, "free of expense for tuition," and that the principle of State aid being settled, the only question at issue now is as to the amount to be appropriated from the public funds, and when this appropriation shall be made. Now, gentlemen, it will be my object to show that the act of 1881 is the first step in the right direction, and that it should be followed at an early day by a farther, prudent and well guarded advance along the same path, and that it is the duty of this association to use all its influence to accomplish this long looked for, long desired, and most necessary result. A result demanded by the spirit of the times, by the necessities of our condition, by the very law of our existence as a state, by the fearful illiteracy of our people, by the peril with which this illiteracy threatens our



Georgia University has an income of \$17,914	
(exclusive of tuition). . . . .	17,914 00
Tennessee Agricultural College fund amounts	
to \$24,210, which goes to the University.	24,210 00
Maryland Agricultural College has income of	†13,500 00
Alabama " " " "	†24,000 00
Kansas " " " "	†20,000 00
Michigan " " " "	†35,000 00

\*And repairs. †Tuition free.

And now the President of the United States and the executives and legislatures of the several States, our own included, are knocking loudly at the doors of Congress, demanding appropriations from the U. S. treasury for public education.

In the States of the North and North-west, these large appropriations from the public treasury are supplemented by the most munificent private donations, and yet the demand is for more money. So far as we are concerned, it is impossible for us to go along as we have been doing. As you see by the imperfect list I have just called over in your presence, the States all around us are supporting and making their Universities first-class institutions and opening them free of expense for tuition to their own youth, and thus, by keeping their young men within their own borders, they have diverted from our University this rich source of income in bygone days. The University must rely altogether now on three sources for support and growth: 1st State aid; 2nd private donation; 3rd receipts for tuition.

Private donations cannot be

reckoned upon: 1st, because our people are too poor; but 2nd and principally because our rich men have not formed the habit of giving to public institutions of this character, and are lacking in public spirit. The only donations of money since 1875 have been from Dr. Deems, W. H. Vanderbilt and B. F. Moore. Honor to whom honor is due.

The next source, receipts from tuition, is alike uncertain and insufficient.

No college is doing or can do its work without an endowment or appropriations from the public treasury. The Universities of Harvard, Yale, Cornell, Vanderbilt, Johns-Hopkins, of Michigan, Virginia, and all the other leading colleges with their hundreds of students, could not live without endowments or annual appropriations. How then can it be done in North Carolina where there are not to-day at all our colleges seven hundred students, and these divided among four institutions?

The only source then left to the University is State aid. Should this be given? I answer yes. 1st, because it is the duty of the State to educate its citizens, and all of its citizens. Who else can or will do the work, or if some other person or number of persons can be found to do it, would the State be justifiable in surrendering this work to another?



Shall the church be the sole educator in the higher branches of education?

Now I have as great reverence for the church and its ministry as any man living. I regard the one as the body of Christ, and the other as men called of God to instruct and lead us in the way of righteousness, and yet it seems to me that the church ought not to be allowed by the State to do this work.

1st. Because if left to it, it will not be done, it has not the means. The various denominations of the Christian church will not unite to do this work, and no one has sufficient means or following to establish and maintain a University. The result will be an attempt to keep up as many colleges as there are denominations, and consequently a failure.

2nd. It is wrong in principle. Turn this work over to the various Christian denominations, and the result would be disastrous to both the cause of religion and of education. How long would it be before the demand would come up that the school fund and the schools should be apportioned among them according to their respective numbers? What is this but the demand now made by the Catholic church for its share of the school funds in New York; and then how long before

the offices of the State would be distributed among them according to their estimated numbers, religious creed, not fitness, be the test of qualification for office, and finally a most unnatural union between Church and State, cemented, and men proscribed and excluded from participation in public affairs, because of religious belief? Besides it will not stop here, it will enter into all branches of trade and industry. Merchants, mechanics, lawyers, physicians and schools will be patronized according to their church affiliations. God help a land to such ills a prey. Men can no longer be hanged or quartered for religious opinions, but they can be starved and disfranchised. In North Carolina, thus far we have happily escaped these evils, and I feel well assured that to secure further exemption it is only necessary to direct public attention to this matter:

The State is interested in the welfare of all her citizens. She knows no rank of high or low degree, no sect, no party. All are her children and all alike her care.

2nd. A University is a necessity for carrying out our public school system. The Superintendent of Public Instruction and the Governor both tell us that there are 490,000 children within the school age in the State. Who

is to furnish the teachers for this good army? They will be had, must be had. Shall we import them and with them a great many other things that we do not want and ought not to have? Shall our children be taught to love their State, cherish its institutions, to venerate the deeds and civilization of their ancestors, and to perpetuate what is wholesome and good in our laws and customs, or shall they be taught to look upon their fathers and mothers as little better than barbarians, our whole social atmosphere as full of nauseous vipers generating assassins and street murderers.

Gentlemen, the first requisite for an efficient public school system is competent teachers. Where are they to come from? from the North or within our own borders? We must have a training school for teachers.

3rd. It will pay as an investment.

Young men who are thirsty for knowledge, who want to know something more of the world beneath, above and around us, and who wish to promote the happiness, and well-being of their fellows, can and must, if they have the means, go beyond the limits of our State and drink at other fountains; while the great mass, not able to go abroad, will find the struggle against adverse fortune too sharp and cutting, and

sink back into poverty and discontent, and it is this class, the poor youth for whom we must provide. Shall the poor man's son have no opportunity to drink at the fountain of learning?

Since the reorganization of the University it has saved by educating our boys at home \$75,000 or \$100,000 annually. Examine the catalogue of the Universities of our sister States since 1875, and you will see that the number of our young men educated abroad is very small compared to what it was ten years ago, and this money is all saved to this State, because spent within our borders.

But, gentlemen, when we look at the frightful statistics of the illiteracy of this State as they appear in the census tables of 1880, who can estimate what would be the gain to our State if only one-half of this large number could be educated and enlightened, and who does not stand appalled by this dark cloud as it stretches its lengthening shadow over every interest of the State.

The figures, gentlemen, are not flattering to us but truth requires that I should give them.

Of our white population	22.14	are illiterate
" colored	51.07	" "
of white voters	58.218	
of colored "	87.076.	

To the patriot, to the philanthropist, to the property owner, what horrible forebodings against

the peace and good order of our society, against the security of private property, and the orderly administration of public justice do those fearful figures evoke.

"Education is a civil as well as a parental duty. It is the essence of true manhood. By no other means can man make the best of himself and fulfill all his obligations. It is his inalienable birth right. Maximum education makes minimum government possible and secures maximum liberty."

Republican institutions cannot stand without the support of an educated constituency. Liberty cannot exist without intelligence.

But, gentlemen, I will not dwell any longer on this part of my subject, for the evils of illiteracy and the need and wants of the South in this respect have been in the last few days so eloquently and fearlessly portrayed in this Hall by that distinguished philanthropist and orator, Dr. Curry, that I can not attempt to gild the refined gold of his thoughts and words, but I will make this apology for my seeming temerity in saying even this much, that when I accepted your invitation to address you to-night I did not know that I should have to follow that distinguished gentleman.

The advantages of an education are always appreciated by a people in proportion as they enjoy them. In communities where education

is most needed, it is least appreciated, and in addition to this natural obstacle, the educational problem at the South is complicated with that other problem of race difference, which forces us to double every dollar we have to expend for most public purposes, and it is unjust to the people of this State to say that they have not exerted themselves since the surrender, in the work of education, for they have done and are doing well, much better than might have been expected under the circumstances, and much more than many States who have been so ready to find fault with them. To tell us of the illiteracy of the blacks is simply to say that we have had negro slavery. Peoples not similarly situated can neither understand nor appreciate the troubles that beset this question, but, gentlemen, we know, we appreciate them and we alone must solve the problem and work out our own deliverance.

The illiteracy of the South is a standing menace to our institutions and we must do our best to remove it, or an alien power will intervene to our injury and to our mortification. If we refuse to look after the education of our whole people, the portion we neglect will by this be forced into undue prominence before the people of the United States, and the treasures of the North be

expended for their use and we left with our limited means, and under many disadvantages, to work out unaided the great problem of the education of our white children.

I know our people think it hard to pay taxes to educate another race, and they are getting restless under the tax, but we must do it, or a greater evil coupled with shame awaits us. Now so far as the University is concerned this race question is out of the way, it cannot trouble us.

Again in educational matters, men of thought and of education must take the lead, and the invitation should always be to the uneducated classes, come up higher? Inducements must be offered. Men must be invited to educate their sons, and the means must be put within easy reach. There is no such thing as perpetual motion in education. Now, gentlemen, I propose to go back to the theories and principles of our forefathers.

The men of the South in the past have always thought broadly and planned grandly, but they have failed to execute their grand ideas. They were giants in thought, but babes in execution.

Now we are entering upon a new era of action, and we must carry out practically the conceptions of our fathers, or we must fall behind in population, in wealth, in public spirit, and in

everything that makes a people great, happy and self-reliant.

In North Carolina, Georgia and Texas, during the last ten years a new impulse has been given to educational work, and as a consequence these States are the only States throughout the entire South that have increased in wealth in the last decade.

In Texas and Georgia tuition at their Universities is free and in North Carolina partially so.

While this is an era of unusual activity in thought, trade and commerce, it is at the same time eminently materialistic, everything is valued according to the way it pours out (as we say) gold. This is one of the perils of the day, but for all this we must enter the arena and take our part in the struggle, but let us take care that while we use the material world it does not drive from our thoughts and from our system of education the immaterial and the spiritual and strand our people upon the frozen shores of infidelity and scepticism. There is a terrible dualism in man, an angel has him by the hand, a serpent by the heart.

Now, gentlemen, what is the most efficient agent for correctly educating the people? I answer in the words of the Act of the General Assembly of 1789: "A University supported by public funds and well endowed would



have the most direct tendency to accomplish this purpose,"

1st. Because, as I have endeavored to show, it is the civil duty of the State to educate all classes of her citizens.

2nd. Because as an investment it pays.

3rd. Because a University cannot be supported otherwise.

4th. The States all around us have adopted the plan of University education free of expense for tuition, and what commends itself to the judgment of our sister States must call for like action on our part, as we have a common hope, a common destiny, and common perils.

5th. Because otherwise the public schools must languish for want of competent teachers.

6th. Because in educational matters there must be a head to give direction, impulse to the work and to excite a desire among the people for more light, more knowledge, and a higher appreciation of the inestimable benefits of education. Fill the University with students and you crowd all our colleges.

This has been demonstrated. Since the re-organization of the University in 1875 all our colleges have increased in numbers and there can be no antagonism between them.

The denominational colleges cannot complain of the State's

opening the doors of the University free of expense for tuition to the youth of the State, but the particular friends of these institutions will be stimulated to endow these colleges so that their usefulness may be increased by offering the same facilities, and thus the means of higher education put within the reach of all.

Certainly these institutions ought not and will not stand in the way of public education.

In our Federal government the State is the unit, and each State has an individuality, produced by difference of settlement, climate, avocation, population, and interest, which it is best that it should maintain as one bulwark against consolidation. But each State should attempt to fuse its people. What would tend more to break down the distinctions of class, to dignify labor, to bridge the chasm between labor and capital, to efface the suspicion and jealousy with which the poor regard the rich, than to have all classes associated in the friendly daily intercourse of college life, where there is no aristocracy but that of mind, no wealth but the love of letters, no titles of nobility but those worn by the successful scholar, when the son of the mechanic may put the farmer's boy to his mettle, and both tread upon the heels of the rich man's son who lags in the race?

The University is doing much of this good work now, and the boys from what are called the humbler walks of life, are pushing aside the sons of fortune and carrying off the honors of the institution.

Gentlemen of the Alumni, see to it that at no distant day the University has all the money it needs, to teach the farmers of the State how best to till its lands, the mechanic how best to use its wood and stone, the manufacturer how best to spin its cotton, the rail road man how best to make his bridges, grades and curves, and all of our citizens how to make the best of themselves and fulfill all their obligations to the State. See to it that its doors shall be opened to the youth of the State free of expense for tuition. This can be done without increasing appreciately the present rate of taxation.

Gentlemen, let it be your pleasure as it is your duty, to see that a gymnasium is erected at the University, where the physique of our young may be cultivated, their bodies developed as the perfection of manhood be well as their minds and thus

reached—“*mens sana in corpore sano.*”

Now, gentlemen, I have done. I have spoken earnestly, because I feel deeply; I have spoken plainly, because I thought plain words were best; I trust I have offended no one. If I have, I beg that he will remember that I am a native of this State, born in the little town of Edenton, that rests upon the white waters of the Albemarle as an emerald in its setting of silver, that I am an alumnus of the University, loyal to its past and hopeful of its future, that I have been honored by the people of the State far beyond my deserts, that I love the people of my native State, that I have shared their griefs and sorrows and hope to share their joys and glory. I love every inch of North Carolina soil, from where our ocean Bluebeard locks within his sandy prisons the white clad brides of the sea, to where the Grandfather and Black mountains keep their silent, tireless watches over the “land of the sky.”

May our Heavenly Father shower His richest blessings upon the State, upon the University, and upon each of you.









